The Nature of the Epistemological Beliefs Held by Secondary Physics Teachers and its Relation to their Understanding of the Constructive Environment in Their Teaching.

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Abstract

This study aims atidentifyingthe nature of the epistemological beliefs held by secondary physics teachers and its relation to their understanding of the Constructive environment in their teaching. The population of the study consisted of secondary physics teachers at Hebron district schools in the academic year (2018-2019). The study was applied on stratified random sample which consisted of physics teachers which are (100) teachers with a percent of (77%). The researcher used the correlate descriptive method in the study by two questionnaires which were developed to fulfill the aims of the study. The first was to measure the Epistemological beliefs which consisted of (24) items, the second one was to measure constructive environments. It consisted of (21) items. Validity and reliability were established to measure the coefficient of stability for the two instruments by presenting them on a number of juries and calculating Cronbach Alpha which is (0.79) for the first questionnaire and (0.79) for the second one. The means and standard deviations, One-way "ANOVA", "t" and "LSD" tests were used in the study.

The findings of the study showed that epistemological beliefs that held by secondary physics teachers were moderate. And there were statistically significant differences at the significant level($\alpha \leq 0.05$) according to epistemological beliefs and understanding of the constructive environment due to gender, qualification, years of experiment in favor of males, more than bachelor degree qualification, and 5-10 years of experience respectively. And there were no statistically significant differences at the significant level ($\alpha \leq 0.05$)due to the directorate. The results also found that there is a correlate relation between epistemological beliefs and understanding of the constructive environment. Based on those findings, the researcher recommended to find a constructive classroom environment, and to conduct further similar studies.